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ABSTRACT

Background for this monograph comes from a study of in-school suspension programs conducted in schools in North Carolina. Chapter 1 focuses on the effectively disciplined school in terms of a total school perspective and the characteristics of a well-disciplined school. Chapter 2 addresses three categories of administrative discipline strategies: nonexclusion, out-of-school suspension, and inschool suspension. In Chapter 3, alternatives to out-of-school suspension and three models of inschool suspension programs are presented. Chapter 4 provides descriptions of three actual programs: punitive model, punitive/academic model, and punitive/therapeutic model. In chapter 5, issues in establishing inschool suspension programs are discussed. Chapter 6 describes the need to make decisions about location, room assignment, and personnel in the planning of inschool suspension programs. The steps to launching this program is the focus of chapter 7. Appended are eight references, nine procedure forms (including referral, log, and regulations), plus a questionnaire and a self-evaluative form. (SI)

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PLANNING AND DEVELOPING IN-SCHOOL SUSPENSION PROGRAMS

Paula M. Short

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Planning and Developing In-School Suspension Programs

Paula M. Short

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One of a series of monographs for educational leaders on relevant and timely educational issues related to educational improvement.

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The Effectively Disciplined School

Chapter 1

The Effectively Disciplined School

If the individual teachers are to have the best chance to be successful in the classroom they must be part of a school staff which, in concert with a wise principal, is committed to total school pupil-management.
(Lordon, 1983, p. 58)

Total School Approach

A persistent challenge for school principals is the establishment of a climate for effective school discipline. The development of such an atmosphere requires the principal to examine discipline from a total school perspective. Key questions that schools must address in examining the school climate are:

- How committed is the staff to discipline outside the classroom?
- Are school policies clear to students?
- Are detrimental attitudes avoided?
- Are policies and approaches to dealing with discipline problems consistent?
- Are planning and supervision policies established?

Duties that many teachers consider peripheral are critical in establishing good control and order in the schools. Expectations

must be clearly established and communicated to the students in the school. Rules, procedures, and policies should be carefully explained to students. There should be consistency in behavioral expectations both in and out of the classroom as well as among classrooms. If students know what the school expects of them - and what to expect when they do not follow those expectations - most of them will fall in line.

Attitudes that hinder any attempt at total school expectations for student behavior are:

- The Tardiness Syndrome or the teacher that is always late to class and in starting class
- The "He's Not My Student" Syndrome or teachers who ignore misbehavior of students
- The "I'll Keep a Low Profile" Syndrome or teachers who are present in body but not in mind
- The "It's None of My Business" Syndrome or the teacher who is trying to become an ally of the student by subtly telling the student, "I'll stick to my business, you stick to yours." (Lordon, 1983, p. 59)

Characteristics of Effectively Disciplined Schools

Research suggests that four out of five discipline incidents may originate in the way we organize schools. Well-disciplined schools have several characteristics in common. These include:

- Training in cooperative problem solving.
- Decentralized decision-making authority.
- Student involvement in and ownership of problems.
- Rules and procedures that foster responsibility.
- Individualized instruction.
- Awareness of and consideration for personal characteristics and problems affecting behavior in both students and staff.
- School/home co-operation.
- Physical facilities and organizational structures that facilitate the above. (Wayson, 1985, p. 130)

The crucial key to an effective school discipline program is shared values among students, teachers, parents, and administrators about what is acceptable, appropriate behavior in

the particular school setting. This also includes shared beliefs about the appropriate strategies for handling discipline problems when they do occur in the school.

Administrative Discipline Strategies

Chapter 2

Administrative Discipline Strategies

School conflicts are a fact of life and cannot be totally eliminated. When problems surrounding student behavior do emerge, schools have three categories of strategies with which to respond: non-exclusion, out-of-school suspension, and in-school suspension.

Non-exclusion strategies will allow the student to remain in the classroom. Approaches may consist of the following:

- Conferences with students and parents.
- Withdrawal of privileges from the student.
- Detention after school or on Saturday.
- Referral to an outside agency.

Out-of-school strategies typically include suspension or expulsion from school. It is apparent that both of these approaches are not without problems:

- Suspending students from school for attendance offenses (truancies, cutting class, excessive tardiness, leaving campus without permission) may only compound the problems of absence from school.
- Suspension is not the most effective or productive response to a range of nonviolent, nonovertly disruptive offenses such as smoking, disrespect, use of

abusive language, insubordination, or, as in one school district, *public affection*.

- Suspended students frequently get into trouble in the community when they are unsupervised and uninvolved in constructive activity, according to criminal justice officials.
- Short-term out-of-school suspension has too often been used as a convenient and simplistic response to a complex set of problems which may be the shared responsibility of school personnel, the student, and the student's family and community.
- Suspension is not the best method for communicating with parents about the behavior of their children and for enlisting parental support for the disciplinary goals of the school. (Garibaldi, 1978, 33-35.)

In-school suspension strategies usually include the use of an in-school suspension classroom where students are suspended from their regular classes but remain in school. They complete school assignments in a separate classroom for from 2 to 5 days. In some settings, students are simply removed from a classroom where they are experiencing difficulty in behavior and are placed in a *time out* room for a brief period of time. This is a *cooling off* period to allow students to gain control of their behavior.

Models of In-School Suspension Programs

Chapter 3

Models of In-School Suspension Programs

Alternatives to Out-of-School Suspension

Alternatives to out-of-school suspension that keep students in school can be varied. Those found most often in schools are peer tutoring, time-out rooms, guidance centers, alternative learning centers, and in-school suspension classrooms.

It appears that the overriding goal of the implementation of in-school suspension programs in many schools is that of excluding the problem student from the regular classroom while continuing to provide some type of educational experience. Many in-school suspension programs have the following characteristics:

1. Students are isolated while working on class assignments. There is no interaction with other suspended students or students in halls and cafeteria.
2. Students eat isolated from others in the cafeteria, mainly when the other students have gone.
3. Average length of assignment is 3 to 5 days.
4. Privileges are restricted and talking is not allowed.
5. Teachers send assignments to students to complete.

Although in-school suspension programs can differ from school to school, they appear to fall within three theoretical orientations.

These orientations under-gird the three models of in-school suspension programs and provide those planning such programs several ways of considering what their particular program should look like.

Academic Model

The basic assumptions underlying the academic model is that discipline problems evolve from learning difficulties and the ensuing frustration felt by those students who do not experience success in academic work. There is the belief that student behavior will improve with additional instruction in basic skills and the subsequent growth in academic achievement. These in-school suspension programs can be characterized as follows:

- Students' academic skill levels are measured and learning difficulties diagnosed.
- Instruction, on a one-to-one basis, is provided in the area of weakness.
- The in-school suspension teacher is qualified to diagnose learning difficulties.
- Many material resources are available to the student that support the teaching of basic skills.
- Emphasis is on basic skills instruction in reading and writing and study habits.
- The experience is structured with goal-oriented rules and regulations.
- Assessment of progress in academic skills is a part of the activities in the program.

Therapeutic Model

This particular model operates on the assumption that student misbehavior is a result of some particular problem that the student is experiencing for which the student needs assistance in solving. It is believed that counseling the student and assisting the student in developing problem-solving skills will lead to problem resolution and the development of appropriate behavior. In essence, with the student's problem solved, the student's inappropriate behavior will change.

The therapeutic in-school suspension program can be characterized by the following:

- Uses activities that help the student develop a better defined self-image and improve communication and problem-solving skills.
- Involves student in discussions to focus on appropriate ways of dealing with school environment.
- Uses a variety of counseling approaches, including individual, group, and peer counseling, reality therapy, and referrals to outside counseling services.
- Encompasses behavioral control components which focus on the student, teacher, parents, and school structure in attempting to identify strategies that could be used to fashion a program for a student.
- Has additional activities in staff development for faculty, parent training, home and school survival training for students, and a time-out room.
- Monitors student behavior during and especially after leaving the in-school suspension program.

Punitive Model

By and far the most typical model found in schools, the punitive approach is based on the belief that students misbehave because they want to cause trouble. These programs operate on the assumption that punishment will serve to deter or eliminate misbehavior. These programs offer the following picture:

- Students are referred for a specific time period from 2 to 10 days.
- Students are isolated even within the in-school suspension room.
- Rules are very restrictive allowing for minimal restroom use and no talking.
- The role of the adult in the in-school suspension classroom is to monitor compliance.
- Students spend entire time completing assignments and/or punitive activities such as copying pages from dictionaries, encyclopedias.
- Students may be required to do duties such as clean cafeteria after lunch.

What Type of Model is Best? Critical Issues

> *in-school alternatives to suspension that result only in students sitting in a room are irresponsible management techniques which, over time, are not likely to help either the students or the school.* (Mizell, 1979, p. 50)

Much concern has been expressed regarding the way in-school suspension programs have been developed and implemented. Some of these center on critical issues.

- Few programs can cite goals and objectives for programs other than the obvious reduction of out-of-school suspension.
- Child advocates caution that in-school suspension must not become another tactic for discriminating against minority students of any type.
- There is concern that most programs in actual operation are highly regimented and perhaps cause further alienation of students from the school.
- Students often are placed in in-school suspension programs without school officials addressing the source of the problem.
- Questioned is the effectiveness of any type of exclusionary technique for all the varieties of offenses for which in-school suspension is being used.
- Concern centers on the lack of parental involvement. When it is acknowledged that it is critical to have the involvement of parents along with students, teachers, and administrators in building a climate that fosters the development of self discipline among students.

An Approach to Consider: Individualized Model

With the above concerns in mind, some schools have developed in-school suspension programs which use strategies from all three models to address the specific problems and needs of the individual student referred to the in-school suspension classroom. The overriding assumption for this model is that the reasons for student misbehavior vary across students. Whereas one student may not be able to avoid fights because of little problem-solving skills in dealing with anger, another student may refuse to do math

class work based on the inability to do the basic mathematical functions required to learn the new technique. It is also true that some students must learn that their actions which break school regulations result in certain consequences. Therefore, punitive strategies can have great impact in teaching students the need to abide by reasonable school expectations.

The basic goal of the individualized model is to change student behavior. Therefore, the individualized model recognizes that effective approaches used in the in-school suspension classroom must take into account student characteristics.

The individualized in-school suspension model has the same characteristics of the first three models in proportion to emphasis:

- Can emphasize a combination of approaches dependent on student needs.
- Requires careful selection of in-school suspension staff in light of emphasis.
- Requires monitoring and conferencing with students after returning to regular classes with extensive feedback on behavior change.
- Requires an evaluation component to (1) measure student behavior change over time and (2) determine if objectives of program are being realized.

Descriptions of Actual Programs

Chapter 4

Descriptions of Actual Programs

Case Study One (Punitive Model)

The high school in this case study is located in a rural community that is struggling with some racial problems. Those problems are mirrored in the boycotting of school sponsored athletic events, which appear to involve a large number of black students, for community sponsored athletics which are mainly attended by white students and parents.

Of the nearly eight hundred students that attend the school, ninety-five percent are on free lunch. School officials comment that *one of the school's feeder areas is of the lowest socioeconomic levels in the county*.

The school principal has been characterized by teachers as a *strong disciplinarian*; one who has established *rules and regulations for teachers as well as students*. There appears to be a *get tough* policy exhibited on the part of the principal and echoed by the two assistant principals. Though this may be, the halls of the school are very noisy at breaks and between classes with students seated on hall floors. There appears to be no special place for students to go at breaks.

Classrooms are traditional and teachers talk in the lounge about wanting vacation to *hurry up and get here*. In several classrooms

observed, there is no attempt at individualizing the learning tasks. Students are coloring the same *protozoa*. Most teachers state that they *do not want to deal with students that were discipline problems*. Teachers and administrators like a system that was being used which involved giving students pink slips to take home for various offenses. All feel it affords much better record keeping and let students know exactly where they stand. A third pink slip means automatic referral to in-school suspension.

Administrators state that *cutting class was the number one offense*. These students were usually not doing well in class. From their analysis, about the same ten percent of students out of the entire student population are always referred to the in-school suspension classroom.

In the in-school suspension program, students follow rigid rules of communication, being able to speak to the in-school suspension teacher only and then only after raising a hand for permission. Students sit at carrels that line the walls of the room. The room is bare except for the carrels and the teacher's desk. Students work all day on class assignments, eat lunch segregated from other students and have only two bathroom breaks a day. If students don't do assignments, they are required to copy the dictionary.

Upon entering in-school suspension for the first day of referral, students are required to stand on an *X* marked out in tape on the classroom floor. While there the teacher fills out forms for the admittance of the students. The teacher, a former Marine, asks questions and makes remarks to the students in the voice of a *drill sergeant*.

Students say that *if you need to be punished, this is the place to be punished*. One student, freshly referred to in-school suspension is told the way things would be while in in-school suspension. The in-school suspension teacher is overheard to saying to this student:

> *I don't want to see any marks on this desk. If I do, you'll pay. You'll clean it up and spend 5 more days in here. Here are the rules and regulations. If you can't read them I'll read them to you. Now, sign it. Fill out both sides of this questionnaire. Raise your hand when finished. You know the rules, you've been in here before.*

Statistics from equivalent periods of time for a two-year period illustrated that both numbers of students referred to in-school suspension as well as the number of black students referred has risen from the previous school year.

Figures given by the administration show that prior to the implementation of in-school suspension,150 students were suspended out of school for a year-long period. After implementation of the in-school suspension program, 148 students were referred to in-school suspension for an equivalent period of time.

Case Study Two (Punitive/Academic Model)

This urban junior high school, 75% black, 25% white, has recently adopted the middle school organizational pattern with its 500 6th, 7th, and 8th grade students grouped around teams of teachers for instructional and advising activities. The principal, a state leader in the middle school association, has *gently led* his faculty to adopt a more developmental approach to working with students. The entire faculty has participated in numerous staff development activities dealing with the characteristics of the middle school child, the advisor-advisee concept, and the implications of the middle school concept in instruction. Personnel feel students are getting more personal attention and feel more secure. The principal has established the expectations that teachers will exercise patience and understanding of students at this age level. The assistant principals to whom referrals from teachers are sent, allow students to *tell their side of the story* and send referred students to the guidance counselor before any alternative placement. Since both parents generally work, parental pressure on the school is low.

The stated goals of the program are to *cut down on suspension while providing a place for students who can't function in the average classroom*. It is believed that Alternative Learning Center (ALC) is a *place for students who couldn't learn no matter what the problem*. Administrators describe the program this year as being *more ISS* since due to the middle school programs, many problems of a less severe nature are being resolved within the teams. The school principal states that the program is more than disciplinary, it serves to help the students academically.

Figure 1
Student Discipline Policy

Discipline at our school is based on *facts of life* that are easily understood by students.

1. Your Main Goal in school is Education, which is a thing worth having just for its own sake. It helps you learn more, faster. It prepares you for the demands of a job later in life.
2. So, any person preventing you, or himself, from reaching this goal is going to be disciplined. To learn the most you can requires being able to listen, recite, share and concentrate without interference. This school will protect your right to an education without interference.
3. Like your home, there are authorities. At school these authorities have made it their business to learn about young people and the subjects they teach. Their main goal is your welfare and education. They care enough about you to keep after you so you will make it. If your teachers aren't all alike as far as rewards, punishment, discipline--you've learned a valuable fact of life. Teachers aren't all alike-and neither are the many people with whom you'll come in contact, now or later in life. You will have to learn to adjust to a variety of demands from a variety of personalities.

On the Other Hand --

1. No one is perfect--some of us have "bad days." Sometimes we are distracted. So what? What counts is a desire to improve behavior and show a changing attitude. A few mistakes will not be held against you.
2. School can be a pleasant experience--you get out of it exactly what you put into it.
3. Rules apply to all--no one is singled out for special treatment.

So--the student intent on doing a good day's work and hold a pleasant attitude, will rarely have to worry about being disciplined.

Because of our size it is necessary to have certain rules and regulations which must be adhered to for the good of the student body. There are certain actions or behavior which will not be tolerated at school in order that we may protect your right to an eduction without interference. They are:

1. Profanity or obscene language
2. Fighting or physical abuse
3. Disrespectfulness or verbal abuse
4. Damage to school or private property
5. Stealing or extortion
6. Disruptive behavior throughout the building or on school buses
7. Immoral behavior
8. Use, possession or selling of narcotic substance or alcoholic beverage
9. Gambling and smoking
10. Bringing weapons or explosives of any kind to school
11. Wearing of extreme styles of clothing which is disruptive to the learning environment
12. Leaving school without permission
13. Failing to follow instructions of school personnel

Proper behavior is your responsibility. Teachers have the responsibility of maintaining a conducive learning environment in class for the benefit of all students. When a teacher feels assistance is needed in correcting deviant behavior, the teacher may sent you to the office. If you are sent to the office, you will get a fair hearing and any action taken will be based on facts. Various forms of action may be taken to help correct this situation. Such things as parent conferences, work detail, counseling sessions, remaining after school, temporary removal from the class, corporeal punishment, and suspension are used in our attempts to correct behavior problems.

The tone of the *Student Discipline Policy* (Figure 1) emphasizes the attainment of academic goals in an environment where students, who have responsibility for their behavior, behave in an acceptable manner. In line with the developmental educational philosophy, it states that there can be *bad days*.

The program combines a punitive and academic orientation in its actual dealings with students. Though students are referred primarily for *disrespect and disobedience*, strong efforts are directed towards working with the student's academic problems. One student learned to read during a long-term placement in ALC. In the more punitive sense students are isolated and required to follow strict rules, and lose certain privileges.

The Alternative Learning Center has served many purposes during its six years of existence. The assistant principal for instruction will, at times, teach courses to entire classes of resource students. One year, science instruction for these students was carried out in ALC. Students have been assigned permanently to ALC where a great deal of remedial help exists. The ALC, though manned by an aide, has developed a large amount of remedial materials that students often use when in ALC. the impetus for this emphasis has come from the assistant principal for instruction.

Parental involvement is evident. Parents are required to come to school for a conference before the student is allowed to return to class from the Alternative Learning Center.

Students do work in a restricted environment, governed by rules and isolationism while completing class assignments. Some desks are placed in cubby holes along the walls for students to sit when they first enter ALC. As they exhibit observance of the rules, they may be advanced to sitting in desks placed in rows. Books of interest to students are on tables. Audio-visual materials such as stories on tapes are available. Files of worksheets, categorized by subject are available for students to use. Students feel these materials help since many who are not in ALC come by and request materials to help them in their studies.

Case Study Three (Punitive/Therapeutic Model)

This is the second year of existence for a consolidated high school which serves all 9-12 grade students in the county; a county that consistently stands number one or number two of the

poorest counties in the state. The student body of 1,036 suffered through a chaotic first year with high rates of suspension, many for minor infractions and general poor school discipline. A change in administration, with a new principal fresh from a middle school that serves as a feeder to the high school, has brought a sense of calm and orderliness to the school environment. Fourteen percent of the student body were suspended out-of-school last year compared to one out-of-school suspension thus far. Only 71 students have been referred to ISS this year. School officials admit that *severe discipline problems do not seem to exist* in the schools countywide. They like to think of themselves as *close to earth*, unsophisticated rural people. The school does have to deal with the adjustment needs of a large influx of students from the North who have been sent by harried parents to live with grandma or other relatives.

The 75% black high school hums along with the low key, unassuming leadership of the new black principal. He knows and addresses 90% of the students by their first name. He is always in the halls and classrooms speaking, listening, and encouraging both teachers and students. He tries to talk to some students everyday in order to provide the constant contact and expressions of his expectations of the student. He views talking to parents and students *in the grocery store* as a means of prevention. He does not believe in rigid rules which trap one into enforcement instead of prevention. He plays down rules and easy referrals letting teachers know that when they send a student to him, they have exhausted all means that they have in alleviating the source of the problem. Countywide policies reflect this philosophy. Teachers are expected to be in halls during class change, to be in rooms from 8:10 to 3:30, and to exercise patience and cooperate with students and each other. Teachers are supported by the administration though allowed much autonomy in classroom decisions. His belief reflects school system-level beliefs that students are better off in school.

Teachers on the faculty express concern about *providing activities in the classroom that students find interesting and relevant*. The math faculty has developed an innovative math lab *in order for students to see the exciting things math can do*.

All agreed that the goals of the ISS program are to reduce suspensions and expulsions by providing an alternative to unsupervised releases outside of school. The program is to *help students to understand that certain ways of behavior are not acceptable*.

In-school suspension should help students *learn acceptable ways of acting in school.*

What rescues the ISS program from being solely punitive is the tone which emanates from the overall school milieu and the counseling work done with the students by the in-school suspension teacher who is a certified guidance counselor. It is punitive only in that students spend time in a well-structured isolated environment governed by rules and defined by a specific length of stay. It has been characterized as *punishment in a positive way.* Daily work with counselors, involvement of parents, and activities developed by the teacher to help students express feelings and concerns add the therapeutic dimension to the program. One former student said, "I didn't like not being able to talk and see my friends. I will not do it again." Students are allowed to take breaks and eat without direct supervision of the in-school suspension teacher if they have exhibited a *responsible attitude towards making a change in their behavior.*

The In-School Suspension Program is also low key. It eludes the role of dumping ground by school-wide expectations for prevention of discipline problems. Yet the ISS teachers feels that if it didn't exist, there would be a great need for it. The ISS is located in the first aid room which is a very pleasant, nicely carpeted room in the administrative office complex. Six desks occupy part of the space. Quotations drawn from essays written by ISS students on leaving the program decorate the walls. A list of can'ts, which are, in essence the rules of the program, were drawn from these essays. *Cant's* include talk to boyfriend, sleep, smoke, have fun, and talk. The ISS teacher, a large, gentle man, formerly a guidance counselor, minister, and assistant principal, answers student questions and allows the two students to take a short break without his supervision as well as eat lunch at a table other than his. Privileges have been earned through good behavior. The teacher requires that students complete all class assignments. There are few other materials available in the room. He spends some time helping students see alternatives for handling problems. His basic criticism of ISS stems from the fact that special education students who are referred can't work independently as is required in ISS. Students are placed in ISS by the principal only if he feels the student will profit from ISS. Parents have called the school to compliment the program.

Issues in Establishing In-School Suspension Programs

Chapter 5

Issues in Establishing In-School Suspension Programs

Faculty Considerations

The principal must provide the leadership to involve faculty in determining the purposes of the in-school suspension program. Faculty common beliefs about the goals of the in-school suspension programs impact their subsequent view of the success of the program.

It will be critical for faculty to have a mechanism for receiving feedback on the program. Principals should secure faculty involvement in evaluation of the program and follow-up changes, if needed.

Expectations for Teachers

Teachers should be involved in helping solve student problems. A team of faculty could serve as an advisory group to the program assisting with problems as they arise.

In most programs, regardless of the model or combination of models, teachers will be required to develop classroom assignments to be completed by students referred to the in-school

suspension classroom. Teachers must also monitor completion of those assignments.

Communication Needs

Communication between the program and faculty will be critical in two areas:

- Notification that a student has been referred to the program -- teachers must have sufficient notice in order to prepare and send classroom assignments for a particular student.
- Notification that additional assignments are required -- Much time can be lost when students sit in in-school suspension classrooms with no assignments from classes.

Problem Areas

It is predictable that certain problems will arise in implementing in-school suspension programs. Awareness of what these problems might be would allow for some contingency planning to offset them. Typical problems encountered in the programs might be:

- Students complete assignments early -- requires alternative activities on hand for anyone who finishes classroom assignments early or teachers may need to prepare two days of work at a time.
- Quality of student work on assignments may not meet individual teacher's expectation -- must have procedure whereby teacher returns inappropriately completed work for redoing. Teachers should "pass" on the quality.
- No assignment from a particular teacher -- In-school suspension teacher must monitor work assignments daily and inform teachers of needed assignments. There should always be available alternative activities for students to do until assignments arrive.
- Feedback on student progress is imperative if student behavior change is to be evaluated.
- Simple Behavioral Checklists can be sent to teachers to complete on a periodic basis. Students can carry a

checklist of each of their classes for a week after return with the requirement to need with the in-school suspension teacher at the end of the first week.

- Teachers may be angry who have to develop assignments for students with which they have no problems but who have been referred to in-school suspension because of problems in other classes.
- Developing assignments for some subject areas can be problematic -- an example would be industrial arts classes. The teacher may have to be very creative in finding seatwork types of activities that complement *hands on* experiences being missed by the referred student.

Planning Considerations

Chapter 6

Planning Considerations

In planning for in-school suspension programs, it will be necessary to make decisions about location, room assignment, and personnel based on the goals of the program.

Location

A key decision will be whether to place the in-school suspension program in an isolated area. Some programs exist in an empty classroom, trailers, outside the regular school structure, and in such unique areas as large first-aide rooms within the school's administrative complex.

Room Arrangement

Room arrangement must fir the needs of the particular in-school suspension model. Punitive programs typically place students in isolated study carrels which fact towards the exterior walls of the classroom. With this arrangement, the students cannot see anything or anyone else in the classroom. More academic programs will have study centers or regular classroom desk arrangements with students having access to files of materials and manipulatives, dictionaries, encyclopedias, and self-correcting/self-pacing skills kits.

In-school suspension programs operating from smaller rooms tend to have fewer referrals; these programs tend to be more therapeutic, designed to counsel and work with fewer students in a problem-solving atmosphere.

Classrooms can be drab or colorful. Obviously, most punitive programs have no color; many even pull the shades over the windows and cover clocks. Bulletin boards are bare. More therapeutic and academic programs will have bulletin boards that *teach*, will have colorful materials available that teach basic skills.

Personnel/ Materials

For any in-school suspension program to function with any limited success, there must be a full-time person in charge of the in-school suspension classroom. In particular, a person trained in counseling/psychology must be in charge of or available to a program using a therapeutic model. Accordingly, a professional teacher must be available to diagnose and prescribe remedial activities for students functioning in the academic model. In addition, appropriate materials must be available for each model (Short & Noblit, 1985).

Launching the Program

Chapter 7

Launching the Program

Procedures During Referral

It will be necessary for the principal or other administrator to complete a formal form (see Appendix) documenting the student's referral to the in-school suspension classroom. Only administrators should refer, not teachers. A conference should be scheduled with student, parent, and principal so that questions can be addressed and understandings developed. If parents are not involved in the conference, then a letter should go hone to parents the day prior to the student entering the in-school suspension classroom (see Appendix). At the conference, the length of stay and process for returning to the regular classroom should be explained to the student. Behavioral contracts may be signed at the conference or developed and implemented the following day when the student first enters the in-school suspension classroom.

Beginning the Day

Students should be informed that they report directly to the in-school suspension room upon entering the campus. A specific time should be established. The student should spend the first hour this first day in the in-school suspension classroom with staff as they explain expectations for behavior for completion of the

contract. There should be a specific place for an individual student's assignments, materials, and completed assignments.

Breaks, Lunch, Leaving the Room

Key decisions, based on program goals, will determine the following:

- Amount of student isolation from peers
- Whether students will eat lunch in cafeteria, after regular lunch period or in room
- Whether students will take breaks on schedule or as needed; accompanied by adult or not
- Types of provisions, if any, for good behavior

Process for Handling Assignments

The program model will greatly determine the types of assignments made available to students. Assignments in therapeutic and academic models will evolve from the diagnosis of student weaknesses and needs. Staff in the in-school suspension classroom play a major role in developing these assignments and additional activities for the student. Additional resource personnel may be called on to work with the student. The punitive model will usually require only assignments from the student's regular classroom.

Record-Keeping Requirements

It will be imperative to maintain records on a daily basis as well as periodically for evaluative purposes.

Daily Records

Those types of data important to keep each day include:

- daily assignments made and completed
- attendance
- student behavior
- student attitude
- referrals
- dismissals

Forms for recording such data should be simple in format (see Appendix) and easy to use.

Evaluative data that should be collected include:

- teacher perceptions of student behavior after leaving
- recidivism rates
- types of referrals (type of student problem)
- contract content completion
- teacher and student attitudes towards in-school suspension program
- parental attitude towards in-school suspension program

Communication with Parents

Parents should be contacted by phone as well as receive a formal letter (see Appendix). Parents should, if possible, be involved in conference prior to referral. Parents should sign a form stating that they understand the reasons for referral and expectations for the student while in the in-school suspension program. If a student contract is used, parents need to know that the student will return to the regular classroom upon successfully meeting terms of contract.

Using the Contract

The contract forces the student to take an active role in securing dismissal from the in-school suspension classroom. The negotiation of the contract may occur prior to entering the in-school suspension program or may take place on entry with specifics based on reasons for referral. It is critical that persons drawing the contract with the student have the appropriate knowledge and skills to do so (see Appendix).

Evaluation

As in any school program, an evaluation process must be undertaken to determine the level at which the in-school suspension program is meeting goals and objectives. The evaluative process should be on-going. It is also important that the evaluation process include end of year assessments.

The evaluation focus should include the following:

- student change in behavior
- teacher observations of students
- student perceptions of change
- recidivism rates
- academic performance
- overall school changes as evidenced by number of referrals as well as teacher, student, and parental attitudes
- program needs/strengths

Conclusions

Chapter 8

Conclusions

The success of any effort, including in-school suspension, to address student discipline in the school setting is influenced by the manner in which school personnel address the following questions:

- Does the school have a total school discipline program?
- What are the prevailing teacher perceptions and philosophies in the school about how students learn to behave?
- Is the school attempting to identify reasons for rules infractions and misbehaviors?
- What are the positive reinforcers in the discipline program?
- What type of discipline problems does the in-school suspension address in its program?
- What does the school want the in-school suspension program to accomplish?
- Does the school use a valid measure of effectiveness in addressing the school discipline program, including the in-school suspension program?

Dealing with school discipline problems has always been difficult. There are no easy solutions. The students that break rules,

disrupt class, and assault others are complex as are the solutions to change their behavior. It is important to view in-school suspension programs in that light. It is not a panacea; but yet another strategy. But when it is well-planned, goal oriented, and incorporated into a well designed and implemented schoolwide discipline approach, it offers a viable approach to managing student behavior problems.

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Appendix

Alternative Learning Center

Referral Form

Grade _____ Date _____
Age _____ Referred by _____
Reason for Referral _____
Length of Stay _____

Student Name _____
last first mi

Parents' Name _____
last first mi

Parents Address _____
street or P. O. Box city state zip

Parental Contact: (How/When) Telephone: Home _____
Work _____

Birthdate of Student _____ Sex ___ Race ___
Homeroom Teacher _____

I _____accept ALC as an alternative to suspension from school.

Contact with parents:
Date:
Relationship to Student:
Results:

(Parent Contacted: yes___ no___) Date:

In-School Suspension

Entrance Notification

Dear: _____

_____ (Student's Full Name) has been assigned to In-School suspension for _____ days beginning _____ for the following reasons: _____

_____

The described behavior is considered a serious offense as described in our school's Code of Conduct. While being served in ISS, the student will abide by the following rules:

A. Be in the assigned seat before the tardy bell rings. Failure to be in the correct place on time will result in additional penalties to be determined by the coordinator.
B. Bring all textbooks, paper and pencil to ISS each day.
C. Remain in the assigned seat unless specifically given permission to do otherwise by coordinator.
D. Remain busy with assignments sent by subject teachers or given by the coordinator.
E. Attend lunch period under the supervision of the coordinator, without permission to talk to other students.
F. Responsible for daily cafeteria clean-up following lunch.
G. No gum chewing, eating, card-playing, sleeping, or talking among suspended students.
H. Students will attend no school functions during the school day nor participate in any extracurricular activities while placed in ISS. Students must leave school at 2:30 pm.
I. Students whose last day in ISS is the day of the activity may be permitted to attend the event, provided the ISS coordinator indicated their behavior in ISS has been satisfactory and they have completed all assignments.
J. All students, including work-study and early release, are required to remain in ISS the entire school day.

Failure to comply with these rules will result in extended in-school suspension time or out-of-school suspension. Please contact my office if you have any questions.

Sincerely,

_____ _____
(Student's Signature) (School Official's Signature)

_____
(Parent's Signature)

This form must be signed & returned. The student will remain in ISS until it is received.

Date _____

Dear _____ :

_____ has been assigned to the in-school suspension room on _____
because of _____

Enclosed are rules and information concerning the in-school suspension room. Please notice especially that the in-school suspension room is an alternative to regular school suspension. _____ will be expected to complete all assignments and cooperate fully in following in-school suspension rules. Failure to comply will result in immediate suspension from school.

We encourage you to call the school for a conference with teachers in order that we may avoid any need for additional action.

Sincerely,

Enclosure

Report Of In-School Suspension

TO:
Name of Parent or Guardian _____

Address _____

City _____ Telephone Number _____

I hereby report your child listed below as having been placed in In-School suspension

School _____

Name of Pupil _____

Age _____ Grade ___ Race ___

Beginning date of suspension _____

Ending date of suspension _____

Reason for suspension _____

Signed _____
Principal

In-School Suspension

The In-School Suspension Program will serve all students at _____ who have displayed a pattern of behavioral problems such as absenteeism, suspension, disruption of class, destruction of school property, etc.

This program will enable these students to remain in school during a specified period of suspension and will help them to upgrade their school work follow through on the school rules and regulations, attendance, community and society expectations.

A student in the In-School Suspension Program will remain in the program for a set number of days. The number of days spend in the program will be counted as a student being present in regular classes. When a student enters the In-School Suspension Program he/she is not allowed to participate in any extracurricular activities; i.e., sports, clubs, class field trips, etc. This, however, is also true with home suspension.

Dear_____ :

This is to inform you that your child _____
has been assigned to the In-School Suspension Program for _____ days.

The reason for this assignment is as follows:

A Parent Conference with the Principal/Assistant Principal is suggested before placing your child in the In-School Suspension Program.

The In-School Suspension Program is an alternative to traditional suspension whereby your child would be denied the right to attend school at all. While assigned to the In-School Suspension Program your child will be given the rules and have them explained.

Your child will remain in the program while completing the assignments from his/her regular classroom teachers. Help will be available whenever needed with this classwork. Guidance sessions will help your child understand how to better conduct himself/herself in acceptable ways.

Violations of rules of the program may result in suspension from school.

We solicit your cooperation and support concerning this matter. Our goal is to return your child to the regular classroom fully aware of his/her responsibilities as a member of the student body.

Sincerely,

Principal/Assistant Principal

_____
(Student's Signature)

ISS Teacher Notification Memo

TO:
FROM:

_____ is to report to ISS for _____ days beginning _____

Reason for ISS:

__ Fighting	Drugs and Alcohol __
__ Smoking	Not following directions __
__ Constant tardies	Theft __
__ Skipping class	Disruptive class behavior __
__ Skipping all day	
__ Other: _____	

Please indicate below the assignments you wish for this student to complete. Any special needs or concerns should be indicated. Please place assignments in my box in either _____ or _____ building by 7:45 am on the morning that the student begins in ISS or send materials directly to _____ in room ___.

_____
DAY 1

_____
DAY 2

_____
DAY 3

_____
DAY 4

_____
DAY 5

In-School Suspension (ISS) Program

Purpose

In-school suspension will be a constructive approach used for disciplinary action to help the student learn more about his own behavior when it becomes disruptive or destructive to the educational program. He will get credit for his work and will hopefully show a change in attitude and behavior. Detentions will be used by staff members to correct minor offenses of students.

Characteristics of Program

Program will begin at 8:20 and end at 2:55.
In-school suspension coordinator will be responsible for the student or students.
Individual classroom will be used.
Students will be isolated from other students.
Coordinator will try to isolate student within the classroom.
Students will eat lunch together separate from other students.
Students will be excluded from extra-curricular activities; including assemblies, athletics, music, drama, pep rallies, and social functions of the school and all student privileges during the school day.
Students are to complete assignments from subject teacher/s and other assignments, if necessary, issued by the ISS Coordinator.
Completed work is graded by regular subject teacher/s.
If student fails to fulfill his work objectives, the period of time assigned to ISS is extended.
ISS will include the entire school day.
There will be no exception for work release or other obligations.

Operating Procedures

After one or more offenses which singly or collectively constitutes suspension, students are assigned by a school administrator for a period of three to ten days.
The ISS program will be explained to the student and his parent/guardian will be notified by a school administrator.
Students will begin the program immediately or the next morning.
School Administrator will notify respective teacher/s.
The ISS Coordinator will receive assignments from respective teacher/s.
The ISS Coordinator will help the student with his work and instruct him to the best of his ability.
All completed work will be returned by student to subject teacher and graded by respective subject teacher/s.
Students who are absent on ISS days must complete the full assigned period when he/she returns.
Prior to the completion of the ISS time the guidance counselor will have a conference with the student to determine what his problem might be and to encourage a behavioral change, which is expected when he re-enters the regular program, and to advise the student of acceptable conduct.
Students who are assigned for five days or more may have the privilege of attempting to have an early release based upon the student's work and conduct. After three days of ISS work the student may apply for early release. If approved by an administrator, the student may return immediately to regular classroom work.

In-School Suspension

Students Rules and Regulations

1. A student who is assigned to in-school suspension for a certain number of days must meet that requirement before he/she will be allowed to return to class. If absent from school during in school suspension dates, the student must report directly to upon his/her return to school.

2. There will be no talking, eating, or chewing gum while in In-School Suspension.

3. Students will be required to keep up with all class assignments while in In-School Suspension. All assignments must be completed.

4. No student will be permitted to leave the suspension room for any reason without supervision, this includes going to the restroom, office, or any other place in the building.

5. Lunch will be served in the lunchroom after all other students have been served and returned to class.

6. All school privileges will be taken away from the student. Example: pep rallies, plays or any other school activity during regular school hours.

7. Students who are assigned to In-School Suspension should report directly to in-school suspension after homeroom. Failure to do so may necessitate student being assigned for additional days.

8. Before being readmitted to class, student must have an official admission slip signed by _____. This slip must be signed by all regular classroom teachers, indicating that the student has returned to class. Seventh period teacher is to place the admission slip in _____ box at the end of the day.

9. Any violations of any of the above rules may add one or more days to student's suspension.

In-School Suspension

1. You have been assigned to in-school suspension because of your attendance, tardiness, or inappropriate behavior. During your time there, you are to re-evaluate and re-adjust your conduct and attitude.

2. You are suspended from your classes but not your classwork. You are to work the entire time you are in in-school suspension. Inadequate work or poor work habits may lead to an extension of your time in in-school suspension.

3. Sleeping, talking, eating, chewing gum, listening to radios, tape players, or phonographs, passing notes, reading magazines, and other inappropriate behavior are prohibited.

4. You are not to have visitors or to leave campus.

5. You should report to Room ___ immediately upon arrival at school.

6. You will not be permitted to leave the room except as follows:
   Morning bathroom break
   Lunch
   Afternoon bathroom break

7. For bathroom breaks and lunch, you will be accompanied by a staff member.

8. At no time are you to leave in-school suspension unless accompanied by a staff member.

9. Violation of any of the in-school suspension regulations will lead to an extension of the in-school suspension or other disciplinary action.

Name _____

Date _____

Teacher _____

Given to the student at the time assignment to in-school suspension is made

Name _____ Date _____ Grade__

1. Number of brothers _____ sisters _____
2. What is your favorite TV program? _____
3. How long do you watch TV daily? _____
4. Do you have a pet? _____ What? _____
5. Do you read newspapers at home? _____ Which ones? _____
6. Do you read magazines? _____ Which ones? _____
7. Do you have a record player? _____
8. Do you listen to music while you study? _____
9. Do you like to read? _____ Why or why not? _____
10. What is the very best book you have ever read? _____
11. About how many books do you own? _____
12. What is your favorite subject in school? _____ Why? _____
13. What is your least liked subject? _____ Why? _____
14. What is the thing you like most about teachers? _____
15. What is the thing you like least about teachers? _____
16. What is the one thing about school that needs changing? _____
17. What is the happiest word you know? _____
18. What is the saddest word you know? _____
19. What is your most favorite place in the whole world? _____
20. What place do you like least of all? _____
21. Do you like homework? _____ Why or why not? _____
22. Do you have a quiet place at home to study? _____
23. Do you have a hobby? _____ What? _____
24. Does your father have time to do things with you? _____
25. Does your mother have time to do things with you? _____
26. Put a check mark beside the places you have visited: _____

__ a movie	circus __
__ a farm	Disneyland __
__ a zoo	a summer camp __
__ the mountains	public library __
__ a fair	Indian reservation __
__ church	Washington, DC __
__ museum	the beach __

27. Do you eat breakfast before you come to school? _____
28. If you could change into someone else or something else, what do you think it would be? _____
29. If you could choose someone to play with, it would be _____
30. What is one thing you would really like to learn about this year? _____
31. When people tell you to shut up, how do you feel? _____
32. When people tell you to speak up, how do you feel? _____
33. When people expect you to know things you don't know, how do you feel? _____
34. If you could tell the principal one thing about how to make our school better, what would you tell him? _____

Information

Name _____ Date _____
Race _____ Sex _____ Age _____

Address _____
_____

Mother's/Guardian's Name _____
Employed By _____ Phone _____

Father's/Guardian's Name _____
Employed By _____ Phone _____

Grade _____ Homeroom Teacher _____
What are your favorite subjects? _____
What subjects do you dislike? _____
What do you enjoy most about school? _____
_____
How do you spend your time after school and on weekends? _____
_____
How far do you plan to go in school? _____
What work would you enjoy when you finish school? _____
Of all the things you do in your free time, which do you like the most? _____
Least? _____
What are your hobbies or favorite sports? _____
Do you work after school or in the summer? _____
If yes, list the type of work you do. _____
In what clubs, sports do you participate? _____
In general what grades do you make? ____
Do you feel you can make good grades? ___
Do you feel school is important? _____ Why? _____
_____
How do you feel about _____ ? _____
_____
What type of teacher do you like? _____
_____
Do you get along well with other students? _____ How could you get along better?
_____

If you could describe a really great day at school, what would it be like? _____

_____

_____

Why have you been sent to "In-School Suspension?" _____

_____

List five words that best describe you:

1. _____
2. _____
3. _____
4. _____
5. _____

What is there about you that makes your friends like you? _____

_____

In a short paragraph tell about anything that interest you or is on your mind.

_____

_____

_____

_____

_____

_____

Your Schedule

Period	Class	Teacher
1.		
2.		
3.		
4.		
5.		
6.		

Date: _____

I, _____(Student's Name), have agreed to complete this contract each day for 5 days. I will take this contract to _____ each day during _____ period lunch. My goal is to receive _____ points from each teacher daily. I realize that failure to do a contract and to receive acceptable scores will result in my re-assignment to ISS.

Evaluation Code: 2-Good 1-Satisfactory 0-Needs Improvement

Periods	1	2	3	4	5	6	7
On Time to Class							
Completed and Turned in Homework							
Completed Daily Work On Time							
Refrained from Excessive Talking and Noisemaking							
Showed respect to teacher & cooperated in following directions							
Brought books, pencil, paper to class							
Did not argue with classmates							
Totals							
Teacher Signature							

Teacher Comments (opt.)

In-School Suspension Student Evaluation

1. Has in-school suspension benefited you in any way? Please explain.

2. Explain in detail some things that you like about in-school suspension.

3. What are some things that you disliked about in-school suspension?

4. Do you think the teacher was helpful? Explain.

5. What are some changes you would like to see made in in-school suspension to make it more effective for students and teachers?

Comments:

In-School Suspension Questionnaire

Student _____ Date _____ Day 1---2---3---4

On the space provided below, express your opinions, concerns, or any other thoughts you may have concerning the in-school suspension program.

1. Effectiveness of the program so far on you:
   a. very effective
   b. somewhat effective
   c. non-effective

2. Indicate your reason(s) for being placed in ISS: _____
_____

3. What's your opinion of the coordinator: _____
_____

4. Have you or will you benefit from this experience?
   a. yes
   b. no
   c. somewhat or maybe (circle one)

5. Do you have any recommendations to your friends about being isolated in a restricted area for three consecutive days or more? _____
_____

6. What will you do in the future to avoid coming to ISS? _____
_____

7. Do you think ISS will be beneficial to
   a. yes
   b. no
   c. maybe
   d. other (specify) _____

8. Use the space below and the back of this page to express any other thoughts you may have about your placement in ISS or any related matters.

In-School suspension

Follow-Up

TO: _____
FROM: _____

I need an evaluation of _____'s progress for the past weeks. Please answer the following questions regarding his/her progress. Please return to my box as soon as possible.

1. Attendance: _____
2. Behavior: _____
3. Performance: _____
4. Participation: _____
5. Attitude: _____
6. Peer Relationship: _____
7. Student-Teacher relationship: _____
8. Class Grade at this time: _____

Comments or recommendations:

_____
_____
_____
_____
_____

_____
(teacher's signature)

Month _____ ISS Monthly Log

Code: 1-Skipping 2-Fighting 3-Smoking 4-Class behavior 5-Theft
6-Not follow direct 7-Drugs 8-Other

Name	Sex	Race	Grade	Referral Reason	Length of Stay	Inclusive Datess	Exit Date